|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Areas of Learning Component Tracker – UG Year 1   Introductory Professional Practice | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Communication and Language | To know and understand how to create a supportive and inclusive environment for Communication and Language with a predictable system of reward and sanction in the classroom which is particularly valuable for pupils with a wide range of needs. | To know how to take pupils’ prior learning into account when planning Communication & Language and to avoid overloading working memory. |  |  | To understand how to assess in accordance with the school assessment policy and make formative assessments of children’s Communication & Language skills during a lesson and praising their efforts and progress. | To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons for Communication & Language, including how language acquisition develops in young children. |
| Physical Development | Develop positive relationships with children during play to support the development of physical literacy | Observe children during play and identify the developmental stages of children including developing a secure knowledge of gross and fine motor development. |  |  | Understand that physical literacy can be improved by explicitly teaching fundamental movement skills | observe/discuss how to plan for an inclusive environment that enables physical development.  OR (If ready)  Plan an area of provision/enhance elements of the environment that support the development of fine, gross and fundamental movement skills. |
| Personal Social and Emotional Development | Plan PSED activities, making use of best practice inclusive principles. | |  |  | Consider the links between the CoEL and PSED and begin to identify examples of this in the classroom | |
| Mathematics |  |  | To observe and begin to understand how mathematical concepts are promoted through and are evident in early years mathematical play.  Be able to engage with children during their play and promote mathematical vocabulary. | Be able to engage with children during their play and promote opportunities to encourage children to subitise and apply the counting principles.  Be able to engage with children during their play and utilise opportunities to promote counting and the development of the counting principles. | To be able to plan adult led tasks and enhancements to continuous provision to promote mathematical learning. | |
| Literacy |  |  | To know how to create a supportive and inclusive environment for Literacy, with a predictable system of reward and sanction in the classroom whilst developing a sound knowledge of the need for high quality texts when teaching young children to read. | To know how to take pupils’ prior learning into account when planning Literacy learning and to avoid overloading working memory and understand the effective strategies that children need to read independently. | To understand how to assess in accordance with the school assessment policy and make formative assessments of children’s Literacy skills during a lesson including pre-writing, shared writing and drafting/editing. | To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons for Literacy including an understanding that children need to develop transcriptional and compositional skills for writing. |
| Early Reading | Identify the SSP programme used by the school. | Research/explore the programme and its associated resources. |  | Observe delivery of a small group phonological awareness session |  | Work with expert colleagues to devise and plan an adult led small group phonological awareness activity |
| Understanding the World |  |  | To observe and begin to identify how early concepts of understanding the world are promoted and incorporated into both child initiated and adult led tasks (indoor and outdoor environments):   * Scientific skills and concepts (answering ‘how’ questions, making and talking about observations around them, similarities and differences) * Historical concepts of personal history and time/chronology * Geographical concept of ‘a sense of place’ | To engage in children’s play and identify opportunities to develop and extend children’s vocabulary, knowledge, skills and understanding of early concepts within Understanding the World. |  | With initial support, be able to plan high-quality provision, adult-led or an area of continuous provision, (including the outdoor environment) to support the development of vocabulary, knowledge skills and early concepts of Understanding the World. |
| Expressive Arts and Design |  |  | To observe and begin to identify how early concepts of Expressive Arts and Design are promoted and incorporated into both child initiated and adult led tasks (indoor and outdoor environments):   * The design, make and evaluate process within children’s play * Differing mediums, support of their artistic endeavours * Singing and music making | To engage in children’s play and identify opportunities to develop and extend children’s vocabulary, knowledge, skills and understanding of early concepts within Expressive Arts and Design. |  | With initial support, be able to plan high-quality provision, adult-led or an area of continuous provision, (including the outdoor environment) to support the development of vocabulary, knowledge skills and early concepts of Expressive Arts and Design. |
| Technology |  | To understand how computing devices and toys can develop fine motor skills to enhance learning using appropriate hardware and software in a nursery and EYFS setting |  |  | To be able to plan for appropriate opportunities for children to use technology in their play. |  |